



**HAMILTON**  
International School



International  
Schools  
Partnership



# **Middle School**

## **Programme of Study**

*Academic Year*  
*2024-2025*

## Vision

Igniting  
passi♥n, purp🎯se  
and p🔑ential

## Mission

*Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.*

## Core Values

- I am getting better
- I am respectful
- I am resilient
- I am a global citizen
- I am a communicator
- I am emotionally intelligent
- I am a collaborator

## Definition of High-Quality Learning

*High Quality Learning at Hamilton is the purposeful, personalized process we undertake to help us get better to succeed in school and beyond as a lifelong learner.*

***Learning is Getting Better***

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## WELCOME FROM THE HEAD OF SECONDARY

Dear Parents,

I hope that you find The Hamilton International School's Middle School Programme of Study informative. This document aims to give you and your child an overview of the Middle School including curriculum progressions, extra-curricular activities and opportunities beyond the classroom. Within the Programme of Study, you will also find course descriptions for all of the courses we offer from grade 6 to 8.

You will see the vast array of courses on offer here at Hamilton as we deliver a broad and balanced curriculum in Middle School. This allows our students to find their passions and realise their potential in subjects that they are genuinely excited about as they experience amazing learning.

The Middle School years are a time of tremendous growth and change. It is a period marked by new friendships, challenges and discoveries, and where lifelong memories are captured. Middle School will open up countless opportunities for your child to not only grow academically, but to grow socially and emotionally in a supportive environment. Students will be afforded opportunities in the arts, in sport, through student leadership, international trips, and learning beyond the classroom.

I hope that this Programme of Study answers many of the questions that you may have around the Middle School. However, if you have additional questions or need any further guidance, then please contact your child's homeroom teacher or Mr Collins, Assistant Head of Secondary: Middle School.

Kind regards,



Mrs Rebecca Gough  
Head of Secondary

## INTRODUCTION

At Hamilton we pride ourselves on the curriculum that we offer. We believe that our curriculum is truly international and is underpinned by US Standards and enriched by the diverse and broad experiences of our teachers.

The Middle School Curriculum aims to fulfil our Vision of igniting passion, purpose, and potential in our students by:

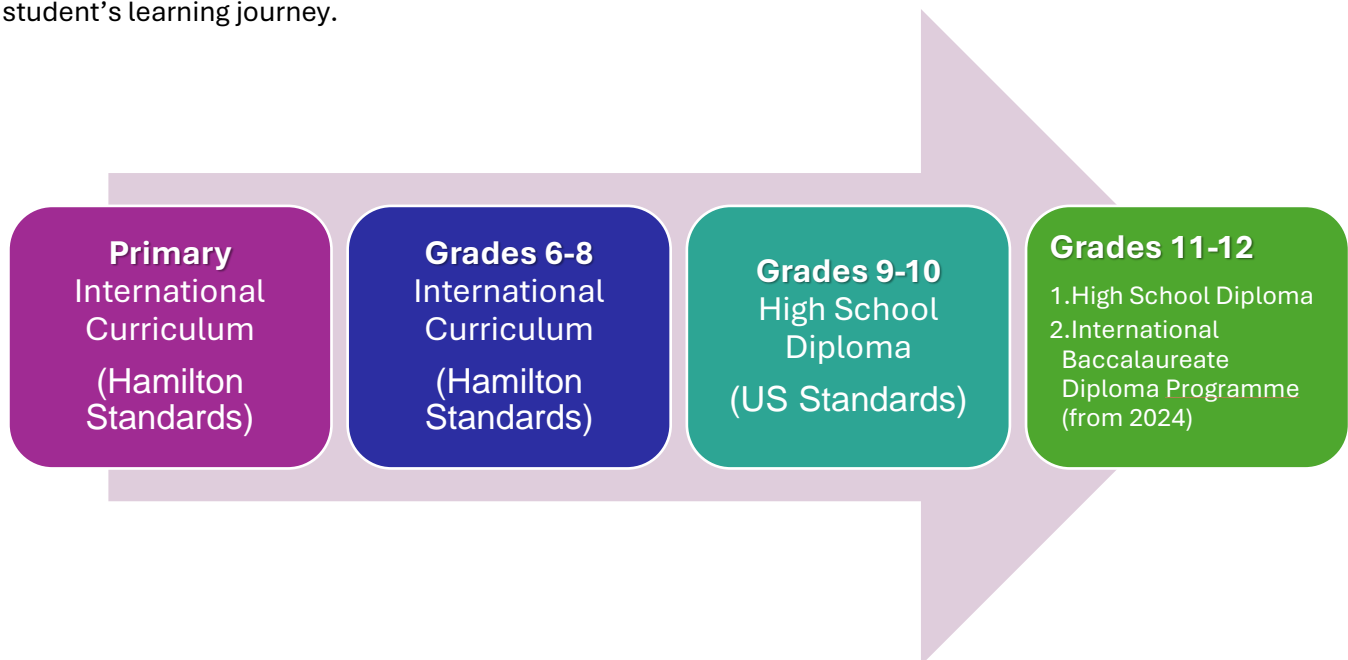
1. Offering a range of subjects that enables students to be exposed to a breadth of learning opportunities.
2. Making learning fun, engaging and challenging to build on the strong foundation of Primary School and prepare them for the rigors of High School.
3. Developing lifelong learners and global citizens through application of our core curriculum and delivering an enrichment curriculum that develops the character of our students.

## AN INTERNATIONAL CURRICULUM

*An International curriculum underpinned by US Standards.*

We have developed our own **Hamilton Standards** by taking the relevant set of US standards for each curriculum area and enhancing these with best practice and important curriculum areas from international settings. Our Middle School curriculum prepares students not only with knowledge and understanding, but with transferable skills for the future. It prepares our students for the high School Diploma and the IB Diploma.

Our curriculum is a continuum throughout Hamilton that begins in Primary School and continues throughout the student's learning journey.



## ENRICHMENT AND EXTRA CURRICULAR PROGRAMMES

In addition to our academic curriculum, we have parallel programmes that ensure our students receive a broad education that supports their character development, as well as their academic progress.

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### PERSONAL, SOCIAL, AND HEALTH EDUCATION (PSHE)

Our Middle School students receive two thirty-minute PSHE lessons a week. In these lessons they cover topics from three themes: health and wellbeing, living in the wider world, and relationships.

Within these lessons there is opportunity for discussion and debate, as well as teacher-input about topics such as maintaining healthy lifestyles, study skills, careers lessons, and navigating friendships and professional relationships. Students enjoy the diverse range of topics and learn about issues that are important parts of being a Global Citizen.

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### 7 STARS

We have developed our “7 Stars” programme so that students can experience active citizenship throughout their school life. This is in line with our core values and encourages students to develop skills and experiences that not only enhance their own lives, but also contribute to society as a whole.

The 7 Stars programme both encourages and enables students to participate in the wider life of the school. It can involve participation in ECAs and representing the school in competitions, through to volunteering at events and helping to plan activities.

The 7 Stars programme continues through High School and by the end of a students’ time at Hamilton, they will have had the opportunity to earn a star for each of the seven years at Secondary School and receive recognition for this, in addition to their High School Diploma. As students' progress through school, they will be able to experience a wider range of opportunities that will involve volunteering within the school and developing relationships to work with partner providers.

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### EXTRA-CURRICULAR ACTIVITIES (ECAS)

Our ECA programme not only extends our curriculum offering beyond the classroom, but also beyond the school day. Our talented teachers plan and host a range of clubs and organisations that enable students to explore areas of passion. Popular ECAs include the school production that has put on *The Wizard of Oz* and *Matilda: The Musical* over the past two years, Model United Nations, and the Hamilton Media Club, to name a few. In addition to the clubs and groups, the school offers a wide range of sporting opportunities with our students representing Hamilton in competitions and events across Qatar.

## نظرة عامة على الموضوع

منهج اللغة العربية يعتمد على بناء الكفايات وتنميتها، عبر سياقات موضوعية مناسبة لآفاق المتعلم وخبراته واحتياجاته، معتمداً على الطرائق التفاعلية التعاونية بين المتعلمين؛ لدعم مهارات التواصل الفعال والتلمس المسمر مدى الحياة .

يتوقع من الطالب في نهاية هذه المرحلة أن يتمكن من تكامل المهارات الأربع؛ القراءة والكتابة والاستماع والتحدث من خلال ربط عضوي بين النصوص وما يتصل بتفعيل المفردات والأبنية والتركيب، وكذلك التطبيق الضمني لقواعد الفصحى وتراكيبها مستخدماً إياها لإنتاج لغة معبرة فصيحة ودقيقة يتحدث ويكتب بها .



وأخيراً نأمل أن يكون هذا المصدر التعليمي خطوة تأخذ معها اللغة العربية مكانها اللائق بها لغة للتواصل الوظيفي الفعال، ومقوماً أساسياً من مقومات الهوية وصياغة الوعي النقدي والتفكير الإبداعي .

## برنامج الدراسة

## الفصل الدراسي الأول

الصف الثامن	الصف السابع	الصف السادس
<b>الوحدة</b> 1- العلم والعمل 2- الأخلاق 3- عظمة الخالق 4- البيئة القطرية	<b>الوحدة</b> 1- اعلام العرب 2- الأخلاق الحميدة 3- قطر الحاضر والمستقبل 4- الأمن الغذائي	<b>الوحدة</b> 1- الهوايات 2- الأخلاق 3- أعلام العرب 4- الثقافات الأخرى

## الفصل الدراسي الثاني

الصف الثامن	الصف السابع	الصف السادس
<b>الوحدة</b> 1- أعلام العرب 2- بر الوالدين 3- وسائل التواصل 4- الرياضة	<b>الوحدة</b> 1- التقدم التكنولوجي 2- الطبيعة الخلابة 3- اللغة التواصل 4- الأمومة الصادقة	<b>الوحدة</b> 1- الأطفال والمستقبل 2- وطني الحبيب 3- الأسفار 4- الرياضة

## المهارات / المعرفة / الفهم

يتوقع من الطلاب تطوير المعارف والمهارات والفهم التالية:

**مهارات الاستماع:** يتم تدريب الطلاب بانتظام على الاستماع إلى نصوص محددة؛ للاحتفاظ بالمعلومة المحددة .

**مهارات التحدث:** يُطلب من الطلاب التحدث حول مواضيع مطابقة للوحدات الحياتية باللغة العربية الفصحى السليمة.

**مهارات القراءة:** يقرأ الطلاب نصوص لموضوعات مختلفة من أجل الإجابة على الأسئلة باللغة الصحيحة مراعين توضيح العلاقة بين الكلمات واستخراج الأفكار المحددة بالإضافة إلى تحديد السمات الأسلوبية لكل نص حسب طبيعته.

**مهارات الكتابة:** يُطلب من الطلاب كتابة عشرة أسطر إلى خمسة عشر سطرًا في مقالات مختلفة (اقناعية – تفسيرية – قصصية - نقاشية) مستخدمين اللغة الصحيحة مراعين تسلسل الأفكار وتطورها ،موظفين الأساليب اللغوية المختلفة .

**مهارات بناء الجملة:** يطلب من الطلاب التعرف على القاعدة النحوية كأنواع الجمل من اسمية وفعلية ومكوناتها.

### طرق التقييم

#### سوف نستخدم مجموعة من التقييمات

\* اختبارات وزارة التربية والتعليم والتعليم العالي، التي تكون منتصف الفصل الدراسي وكذلك نهاية الفصل الدراسي التي تقيس مهارات الطلبة في اللغة العربية بجميع مهاراتها.

\* التطبيقات القصيرة . \*المشاركة الصفية الفعالة . \*المشاريع الصفية واللاصفية .

\*الواجبات المنزلية من خلال الكتب / أوراق العمل النشطة / المواقع التعليمية.

\*أنشطة ومسابقات متنوعة خلال العام ، بالإضافة إلى المشاركة في المسابقات الخارجية ، منها على سبيل المثال لا الحصر : (المناظرات – المحدث الصغير – القرآن الكريم – التهجئة)

#### سنستخدم أيضًا مجموعة من الأساليب المختلفة لتعليقات الطلاب.

تعليم شامل (عميق) يقدم فيه المعلم تعليقات تكوينية للتحسين المستقبلي ،بتوضيح جوانب الإجابة والإشارة إلى تعديل جانب القصور .

التغذية الراجعة غير المكتوبة ، والتي يمكن أن تتخذ شكل التقييم اللفظي والنظير والذات .

### دورات دبلوم المدرسة الثانوية

Arabic A II – 1 Credit	Arabic A IV – 1 Credit	Arabic A III – 1 Credit	Arabic A IV – 1 Credit
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### كيف يمكن للوالدين والأوصياء المساعدة

#### أولياء الأمور الكرام سيطلب من أبنائنا الطلاب التالي، ونرجو منكم الدعم والمتابعة

- إرسال الواجبات عبر TEAMS ضمن الوقت المحدد من قبل المعلم.
- المشاركة في المشاريع والمهام الأكاديمية والقيمية الهادفة ضمن الحصص المدرسية، والتي تطلب من الطلاب.
- التشجيع على المشاركة في المسابقات المحلية والدولية والمبادرات والمعارض القيمية التي ستقام في المدرسة وخاصة التي تعلن عنها وزارة التربية والتعليم والتعليم العالي.

### فرص خارج الفصل الدراسي

يعمل قسم اللغة العربية بشكل منتظم بعد المدرسة في تنظيم أندية ترويجية. الهدف من هذه الأندية هو مساعدة الطلاب على اكتساب المزيد من الثقة وتحقيق أفضل درجاتهم الممكنة من خلال تطبيق بعض الأنشطة الحياتية باستخدام اللغة العربية الفصحى واستبدال اللغة الدارجة باللغة الفصحى .

يحتفل قسم اللغة العربية أيضًا باليوم الوطني لتنمية الهوية الوطنية .

يدعم قسم اللغة العربية تسليط الضوء على جميع الأعياد الرسمية للدولة ( عيد الفطر – عيد الأضحى ) ،و المناسبات الوطنية القومية

(القرنقعه – اليوم الرياضي – )

الموارد والمصادر المساندة

الكتاب المدرسي.

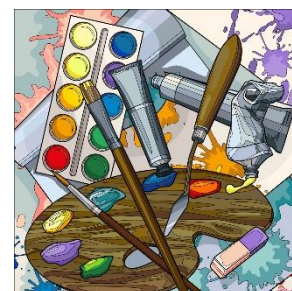
منصة اقرأ.

روابط الدروس المصورة المعدة من قبل وزارة التربية والتعليم والتعليم العالي.

## SUBJECT OVERVIEW

Education in The Arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Participation in the arts contributes in important ways to students' lives and learning – it involves engagement, development of motivation and confidence, and the use of creative and dynamic ways of thinking and knowing.

The high school visual arts curriculum will cover a wide range of topics and skills to help students develop their artistic abilities and appreciation for visual expression. The subject overview of visual arts includes the following key components: Art History; Drawing; Painting; Design; Printmaking and much more. Overall, the high school visual arts curriculum aims to develop students' artistic skills, foster creativity, and promote an appreciation for the rich and diverse world of visual expression. It can also be a steppingstone for those who wish to pursue further education or careers in the arts.



## PROGRAMME OF STUDY

	Grade 6 – Visual Elements of Art	Grade 7 – Enhancing Arts based skills
<b>Semester 1</b>	Unit 1 – Colour Theory Unit 2 – Line and Texture Unit 3 – Shape and Pattern	Unit 1 – Drawing Skills Unit 2 – Media Handling - Painting Unit 3 – Media Handling – Oil Pastel
<b>Semester 2</b>	Unit 4 – Tone and Form Unit 5 – Design Unit  During each unit students will be asked to reflect, respond, and analyse pieces of art.	Unit 4 – Media Handling – Mixed Media Unit 5 – Design Unit  During each unit students will be asked to reflect, respond, and analyse pieces of art.
	<b>Grade 8</b>	<b>High School Diploma Courses</b>
<b>Semester 1</b>	Expressive Project:- Still life Art History:- Portraiture	Drawing Skills Painting Skills Mixed Media Art History
<b>Semester 2</b>	Design Project Art History	

## SKILLS/KNOWLEDGE/UNDERSTANDING

Students will gather a depth of knowledge with a footing in visual art and design, focusing on a wide range of skills and techniques, the handling of different types of media, and how to produce art works in a variety of forms. They will demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

## METHODS OF ASSESSMENT

- Weekly online homework
- Ongoing assessment of student's sketchbooks
- Written assessments

## HOW PARENTS AND GUARDIANS CAN HELP

Parents can encourage their child to practice regularly, and to get involved with all creative clubs the school has to offer.

### **OPPORTUNITTIES OUTSIDE OF THE CLASSROOM**

Art based ECA's

There will be an end-of-year Art Exhibition where students can showcase their work.

They are encouraged to produce art outside of school as a passion alongside studying art in class.

### **RESOURCES AND READING**

Art and Design - BBC Bitesize

Reading given in class with each unit

**SUBJECT OVERVIEW**

In Computer Science, students explore a diverse range of topics. Students are encouraged to develop an interest in computational thinking and apply their technical skills. They learn about hardware and software and have the opportunity to master different programming tools and languages.

**PROGRAMME OF STUDY**

	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	Unit 1 – Introduction to Computer Systems Unit 2 – Introduction to Algorithms and Programming	Unit 1 – Computer Systems & Introduction to Database Unit 2 – Network and the Internet	Unit 1 – Cybersecurity & Database Unit 2 – Algorithm design and Programming
<b>Semester 2</b>	Unit 3 – Introduction to Computer Networks	Unit 3 – Algorithms and Programming	Unit 3 – Internet Technology & Website Development

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Students should demonstrate their understanding of and apply their knowledge, using computational thinking. Computational thinking provides students with a framework to solve problems, to break them down and devise algorithms. Students should be able to design and write programs, debug, and test them. Furthermore, students should be able to understand the hardware and software components that make up computer systems, understand how instructions are stored and executed within a computer system and understand simple Boolean logic. Additionally, students will have an opportunity to create a range of content with an emphasis on websites, images and sound.

**METHODS OF ASSESSMENT**

We use a range of assessments:

- Formal tests / examinations / classwork/ homework – these will be submitted digitally and will be tracked through Microsoft Teams
- Speaking and oral presentations
- Projects

We will also use a range of different styles of feedback to students:

- Extensive (deep) marking in which the teacher provides formative comments for future improvement which the student is expected to act on in the following lesson
- Acknowledgment marking, where the teacher concisely marks the piece of work, highlighting positive work and addressing major misconceptions
- Non-written feedback which can take the form of verbal, peer and self-assessment

Students will sit exams at the end of each semester. The revision material for these exams will be accessible in advance as a revision pack in their Computer Science team on Microsoft Teams.

### **HIGH SCHOOL DIPLOMA COURSES**

Computer Science 1 – 0.5 Credit

Computer Science 2 – 0.5 Credit

### **HOW PARENTS AND GUARDIANS CAN HELP**

Students should have access to a computer or laptop to access software in their own time. Microsoft Teams is needed to complete assignments for homework.

### **OPPORTUNITIES OUTSIDE OF THE CLASSROOM**

After school activities such as Alice Programming in Hamilton school or any programming classes.

### **RESOURCES AND READING**

Microsoft Teams

Library Books

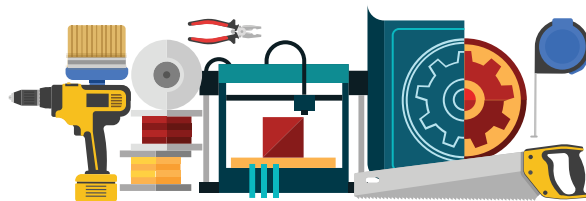
<https://www.codecademy.com/learn/learn-python>

[HTML Tutorial \(w3schools.com\)](https://www.w3schools.com/html/)

[Online Python Editor \(Compiler/Interpreter\) – PYNative](https://pynative.com/)

## SUBJECT OVERVIEW

The units within Design and Technology give our students the opportunity to use top of the range resources to create amazing projects. Students become resilient and innovative, and acquire subject knowledge in relation to materials, tools, machines and manufacturing processes. Students draw on disciplines such as mathematics, science, computing and art to complete their projects.



## PROGRAMME OF STUDY

	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	Unit 1 – Introduction to Design and Technology Unit 2 – Clock Manufacturing Project	Unit 1 – Graphic Design Unit 2 – Advanced Computer Aided Manufacturing (CAM) Project	Unit 1 – Graphic Design Unit 2 – Advanced Computer Aided Manufacturing (CAM) Project
<b>Semester 2</b>	Unit 2 (continued from Semester 1) Unit 3 – Computer Aided Design 1 (CAD)	Unit 3 – Technical Graphics	Unit 3 – Technical Graphics

## SKILLS/KNOWLEDGE/UNDERSTANDING

Students learn how to become capable designers by using the design process to complete projects from start to finish. Throughout the different stages of the process, students also implement their knowledge of workshop health and safety, resource theory, design skills and reflective thinking. Their decision-making skills improve as they adapt to an exciting yet challenging environment that involves critical thinking and evaluation skills. Students who are exposed to design and technology become brave and confident in their use of a variety of design tools and technological components.

## METHODS OF ASSESSMENT

We use a range of assessments:

- Students are initially assessed using quizzes to ensure they comprehend the meaning of health and safety in Design & Technology. This is mandatory each year for every grade across secondary school.
- As students advance through the courses, they will complete a range of continuous assessments while learning about the design process, making projects and reflecting on their experiences. They will use a sketchbook in class to document their learning.
- The teacher will observe students during design, tool and machine usage. Non-written feedback such as verbal, peer and self-assessment will occur during the making stages. This is where the students' skills quickly develop through hands-on tasks.
- Students will be assessed summatively. This can be a written or practical exam. The revision material for these exams will be accessible in advance in their Design & Technology team on Microsoft Teams.

The content will relate to materials, tools and machines they have used and also the processes in which their projects were completed.

### HIGH SCHOOL DIPLOMA COURSES

Resistant Materials I – 0.5 Credit  
Graphic Products I – 0.5 Credit

Resistant Materials II – 0.5 Credit  
Digital Media Production – 0.5 Credit

### HOW PARENTS AND GUARDIANS CAN HELP

Students should have access to a computer or laptop to access drawing software in their own time. Microsoft Teams is needed to complete assignments for homework.

### OPPORTUNITIES OUTSIDE OF THE CLASSROOM

Innovation Station at Qatar National Library: <https://www.qnl.qa/en/library-services/innovation-station>  
ECAs - Graphic Design

### RESOURCES AND READING

Microsoft Teams  
Library Books

<http://www.design-technology.info/home.htm>  
<https://www.technologystudent.com/>  
[SketchUp Tutorial Videos](#)  
[Inkscape Tutorial Videos](#)

**SUBJECT OVERVIEW**

In grades 6 to 8, we concentrate on establishing a solid foundation to prepare our students for the High School Diploma in grades 9, 10, 11 & 12 leading on to IB in Grade 11 and 12

Our English Language Arts Programme of Study is designed to foster a lifelong love of reading, writing, and critical thinking in our students. With a balanced curriculum, our program aims to equip students with the essential tools for effective communication and a deep appreciation for the power of language. Through engaging texts, collaborative discussions, creative writing projects, and multimedia resources, students will develop strong reading comprehension, analytical abilities, and effective writing skills. Our dedicated educators are committed to nurturing not only literary proficiency but also fostering a growth mindset, encouraging students to become thoughtful, empathetic, and informed global citizens who can navigate an ever-evolving landscape of language and communication.

**PROGRAMME OF STUDY**

	Grade 6	Grade 7	Grade 8
Semester 1	Unit 1 – Persuasive Writing Unit 2 – Narrative Writing	Unit 1 – News Writing Unit 2 – Narrative Writing	Unit 1 – Persuasive Writing Unit 2 – Narrative Writing
Semester 2	Unit 3 – Novel Studies Unit 4 – Poetry	Unit 3 – Novel Studies Unit 4 – Poetry	Unit 3 – Novel Studies Unit 4 – Poetry

\*Selected texts and themes for each unit will differ for each grade.

**SKILLS/KNOWLEDGE/UNDERSTANDING****English Literature:**

- Read, understand, and respond to a text.
- Use evidence to support interpretations.
- Analyse the methods a writer uses to create meaning.
- Understand the relationship between a text and the context in which it is written.
- Compare texts and writers' ideas.
- Articulate ideas clearly in essay form.
- Write with accurate spelling, punctuation, and grammar.

**English Language (Reading):**

- Identify and interpret explicit and implicit information and ideas.
- Explain and analyse how writers use language and structure to achieve effects and influence readers, using the correct technical terms.
- Identify and compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
- Evaluate texts and support evaluations with textual references.

**English Language (Writing):**

Content and organisation:

- Plan and organise ideas to create cohesive writing.
- Select and adapt language and structure to suit the purpose, audience, and form.
- Communicate clearly, effectively, and imaginatively.

- d) Employ a diverse range of vocabulary.

#### **Technical Accuracy:**

- a) Utilise various sentence structures, including simple, compound, and complex.  
b) Write with accurate spelling, punctuation, and grammar.

#### **English Language (Speaking & Listening):**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of topics, expressing their ideas clearly.
- Review key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details.

### **METHODS OF ASSESSMENT**

We use a range of assessments:

- Formative and Summative Assessment
- Tracking of quality of class and homework through books/folders
- Speaking and oral presentations
- Projects
- DIRT (Dedicated Improvement and Reflection Time) time for self and peer marking

We use a range of different styles of feedback to students:

- Extensive (deep) marking of targeted extended writing in which the teacher provides formative comments for future improvement which the student is expected to act on.
- Acknowledgment marking, where the teacher concisely marks the piece of work, using specific success criteria, highlighting positive work and addressing major misconceptions.
- Peer and self-assessment
- Online reading programmes
- Non-written feedback which can take the form of verbal, peer and self-assessment

### **HIGH SCHOOL DIPLOMA COURSES**

English I – 1 Credit  
English II – 1 Credit  
English III – 1 Credit  
English IV – 1 Credit

Speech – 0.5 Credit  
Research Skills and Extended Writing – 0.5 Credit

### **HOW PARENTS AND GUARDIANS CAN HELP**

YouTube videos on every topic included in the Curriculum Map, how to write an essay, punctuation, grammar, etc.

Encourage reading newspapers and watching the news on TV.

Use the suggested reading lists and activities on each unit of work.

Library visits.

BBC Radio – Download programmes including reading of novels, plays, documentaries, interviews, comedy and satire using the iPlayer Radio App.

### **OPPORTUNITIES OUTSIDE OF THE CLASSROOM**

The library is open every break, lunchtime, and after school throughout the week.

### **RESOURCES AND READING**

Microsoft Teams

Library Books

## نظرة عامة على مادة التربية الإسلامية

لا شك بأن التربية الإسلامية تمثل للمتعلّم مرئزاً مهمّاً في صلته بالله جلّ جلاله؛ لتحقيق سعادة الدنيا والآخرة، وأساساً لبناء شخصيته المعرفية، والخلقية، والروحية، والفكرية، والسلوكية، وتنمية فطرته، ومنطقاً لتعامله مع المجتمع في إطاره الوطني والقومي والعالمي، وفي إطار قيادة التقدم والحضارة، وفقاً لسنن الله الشرعية والكونية، وحافزاً لإحداث تغيير إيجابي في تفكيره وتصوره وسلوكه ومواقفه ودوافعه، بحيث يستشعر مسؤوليته تجاه مجتمعه وأُمته، ويعتز بتراثه، فيستطيع التواصل الحيّ البناء مع أجيال أُمته من سلف وخلف، ويتفاعل معها في ضوء منطلقات العقيدة الإسلامية الواضحة المعالم، والتي تعتبر الموجه الأساس لمسار حياته.

نسعى في مدرسة هاملتون الدولية إلى تمكين الطالب من الإحاطة بمجموعة من المواضيع التي تغطي مختلف مجالات التربية الإسلامية الستة وفق منهج وزارة التربية والتعليم، بدءاً من حفظ آيات مقررّة من كتاب الله تعالى حفظاً قائماً على حسن التلاوة مروراً بالحديث الشريف حفظاً وفهماً؛ حيث سيتم تدريب الطالب على مهارة فهم وتدبر الآيات الكريمة والأحاديث الشريفة، وكيفية استنباط الأحكام الشرعية والعملية منها، ثمّ تعلّم الفقه الإسلامي ضمن مواضيع معينة في العبادات والمعاملات، عروّجاً على جوانب مشرقة من سيرة النبي صل الله عليه وسلم وصحابته رضوان الله تعالى عليهم الذي من شأنه تزكية النفس والسمو بالروح بالصفات والأخلاق الحميدة المطلوبة لدى كل مسلم.



نعمل معاً لنرتقي باللغة العربية

### برنامج الدراسة

الصف الثامن	الصف السابع	الصف السادس	
<p><b>مجال القرآن الكريم</b></p> <p>- حفظ سورة القلم</p> <p>(ثواب المتقين)</p> <p>(التجارة الربحية)</p> <p><b>مجال الحديث الشريف</b></p> <p>- من خصال الإيمان</p> <p>- حق الطريق</p> <p><b>مجال العقيدة الإسلامية</b></p> <p>- القرآن الكريم</p> <p>- حقيقة الموت والبرزخ والنفخ في الصور</p> <p><b>مجال الفقه الإسلامي</b></p> <p>- أحكام المسح على الخفين والجبيرة / من سنن الفطرة</p> <p><b>مجال السيرة النبوية</b></p> <p>- أحداث وقائع خبير</p> <p><b>مجال الآداب والأخلاق</b></p> <p>- الإخلاص في القول والعمل</p> <p>- المسؤولية الأخلاقية في وسائل التواصل الاجتماعي</p>	<p><b>مجال القرآن الكريم</b></p> <p>- حفظ سورة الجن</p> <p>- (وجوب الأدب مع النبي عليه الصلاة والسلام)</p> <p>(التثبت من الأخبار)</p> <p><b>مجال الحديث الشريف</b></p> <p>- فضل صلة الرحم وأهميته</p> <p>- حق الجوار</p> <p><b>مجال العقيدة الإسلامية</b></p> <p>- أقسام التوحيد</p> <p>- نبي الله داود وسليمان عليهما السلام</p> <p><b>مجال الفقه الإسلامي</b></p> <p>- أحكام الغسل وموجباته / أحكام صلاة المسافرين</p> <p><b>مجال السيرة النبوية</b></p> <p>- يوم الأحزاب</p> <p>- سلمان الفارسي</p> <p><b>مجال الآداب والأخلاق</b></p> <p>- التواضع</p>	<p><b>مجال القرآن الكريم</b></p> <p>- حفظ سورة الإنسان</p> <p>(دلّائل قدرة الله تعالى)</p> <p>(وصايا لقمان لابنه)</p> <p><b>مجال الحديث الشريف</b></p> <p>- الأمر بالقوة وترك العجز</p> <p>- أثر الظلم وعاقبته</p> <p><b>مجال العقيدة الإسلامية</b></p> <p>- الإيمان باليوم الآخر</p> <p>- نبي الله شعيب عليه السلام</p> <p><b>مجال الفقه الإسلامي</b></p> <p>- أحكام النجاسات / - أحكام التيمم</p> <p><b>مجال السيرة النبوية</b></p> <p>- يوم بدر</p> <p>- علي بن أبي طالب رضي الله عنه</p> <p><b>مجال الآداب والأخلاق</b></p> <p>- فضل الدعاء وأدبه</p>	<p><b>الفصل الدراسي الأول</b></p>
<p><b>مجال القرآن الكريم</b></p> <p>- حفظ سورة المعارج</p> <p>- (جزاء الاستقامة من نعم الله على خلقه)</p> <p><b>مجال الحديث الشريف</b></p> <p>- أدب الاستئذان</p> <p>- النهي عن التشبه بين الرجال والنساء</p> <p>- أهمية السنة النبوية</p> <p><b>مجال العقيدة الإسلامية</b></p> <p>- الجنة والنار</p> <p>- البعث والنشور</p>	<p><b>مجال القرآن الكريم</b></p> <p>- حفظ سورة المدثر</p> <p>- (مكارم الأخلاق) (الإسلام والإيمان)</p> <p><b>مجال الحديث الشريف</b></p> <p>- النهي عن الغضب</p> <p>- النهي عن الغش</p> <p><b>مجال العقيدة الإسلامية</b></p> <p>- أشرار الساعة الكبرى والصغرى</p> <p><b>مجال الفقه الإسلامي</b></p> <p>- أحكام الصيام</p>	<p><b>مجال القرآن الكريم</b></p> <p>- حفظ سورة النبأ</p> <p>- (لا يعلم الغيب إلا الله)</p> <p>- (أحوال يوم القيامة)</p> <p><b>مجال الحديث الشريف</b></p> <p>- خلق النبي عليه الصلاة والسلام</p> <p>- من أكبر الكبائر</p> <p><b>مجال العقيدة الإسلامية</b></p> <p>- الإيمان بالقدر</p> <p>- نبي الله أيوب عليه السلام</p>	<p><b>الفصل الدراسي الثاني</b></p>

<b>مجال الفقه الإسلامي</b> - سجود السهو - أحكام صلاة الجماعة <b>مجال السيرة النبوية</b> - يوم أحد - نسبة بنت كعب الأنصارية <b>مجال الآداب والأخلاق</b> - الإحسان - المحافظة على البيئة	- الاعتكاف - زكاة الفطر <b>مجال السيرة النبوية</b> دولة المدينة والقبائل اليهودية - صلح الحديبية <b>مجال الآداب والأخلاق</b> - الشجاعة - أهمية التعلم والتعليم	<b>مجال الفقه الإسلامي</b> - صلاة الجمعة - صلوات مخصوصة <b>مجال السيرة النبوية</b> - رسائل النبي عليه الصلاة والسلام للملوك والأمراء <b>مجال الآداب والأخلاق</b> - فضل الدعاء وأدبه
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**يتوقع من الطلاب تطوير المعارف والمهارات التالية:**

**التجويد:** يتم تدريس أحكام معينة في علم التجويد، يتدرب الطالب على تطبيقها خلال التلاوة تطبيقاً صحيحاً.

**القرآن الكريم:** يُطلب من الطلاب حفظ آيات مقررّة من القرآن الكريم وإعطاء وقت كافٍ للتمكن من الحفظ، ومن ثمة تسميعها بتاريخ يتم تحديده مسبقاً.

**التفسير:** على الطالب استيعاب وفهم المراد من الآيات الكريمة إلى جانب سبب نزولها إن وجد، ويكون قادراً على استنباط الدروس والعبر منها.

**العقيدة الإسلامية:** يتوقع من الطالب أن يتعرف بعضاً من المباحث المتعلقة بما يفترض على المسلم الاعتقاد به، وما يتعلق به من مقتضيات وأثر ذلك في حياتهم.

**الحديث النبوي الشريف:** يُطلب من الطلاب حفظ الحديث الشريف ومعانيه، بالإضافة إلى تعريف راوي الحديث واستنباط الدروس منه.

**الفقه الإسلامي وأصوله:** يتوقع من الطلاب أن يتعلموا جانباً من فقه العبادات أو المعاملات ويتعرفوا أحكامه وتفاصيله بدءاً من حفظ الأدلة ومعانيها، وأقوال العلماء الواردة فيه.

**السيرة والبحوث الإسلامية:** يتوقع من الطالب معرفة الجوانب المقرر دراستها في مجال السيرة النبوية الشريفة وجوانب مضيئة لسيرة صحابته وأتباعه رضوان الله تعالى عليهم، مركزاً على المعلومات المهمة مثل تاريخ ومكان ميلاده وإسلامه وفضائله، بالإضافة إلى إسهاماته وأثره في خدمة رسالة الإسلام ونصرة نبيه عليه الصلاة والسلام.

**الأداب والأخلاق الإسلامية:** يتوقع من الطالب معرفة أهمية الأخلاق وتزكية النفس في الإسلام مما ينبغي أن يتصف بها المسلم.

**طرق التقييم**

**سوف نستخدم مجموعة من التقييمات:**

- اختبارات وزارة التربية والتعليم والتعليم العالي، التي تكون منتصف الفصل الدراسي وكذلك نهاية الفصل الدراسي وتقيس مهارات واستيعاب الطلبة للمادة.
- التطبيقات القصيرة.
- المشاركة الصفية الفعالة.
- الواجبات المنزلية من خلال أسئلة الكتاب / أوراق العمل الصفية / المواقع التعليمية التفاعلية.
- أنشطة ومسابقات متنوعة خلال العام ، بالإضافة إلى المشاركة في المسابقات الخارجية ، من هذه الأنشطة : (مسابقة حفظ القرآن الكريم و الحديث النبوي الشريف)

**سنستخدم أيضاً مجموعة من الأساليب المختلفة لتعليقات الطلاب.**

تعليم شامل (عميق) يقدم فيه المعلم تعليقات تكوينية للتحسين المستقبلي، بتوضيح جوانب الإجابة والإشارة إلى تعديل جانب القصور والتي يتوقع من الطالب التصرف بناءً عليها في الدرس التالي.

التقويم المستمر والذي يشمل متابعة الطالب خلال الفصل الدراسي في جميع أعماله بما في ذلك التفاعل الصفّي وحل التمارين بالإضافة إلى الاختبارات النهائية.

التغذية الراجعة غير المكتوبة، والتي يمكن أن تتخذ شكل التقييم اللفظي والكتابي

**دورات دبلوم المدرسة الثانوية**

Islamic studies A

Length & credit: 1 year / 0.5 credit

Grade: 9-10-11-12

مادة التربية الإسلامية إلزامية على كل طالب مسلم ، و تكون الدورات حسب المنهج القطري و تعليمات وزارة التربية و التعليم و التعليم العالي في دولة قطر.

**كيف يمكن للوالدين والأوصياء المساعدة**

**أولياء الأمور الكرام سيطلب من أبنائنا الطلاب التالي، ونرجو منكم الدعم والمتابعة في:**

- المتابعة في حفظ ومراجعة الدروس بشكل دوري.
- إرسال الواجبات الورقية أو الإلكترونية عبر TEAMS ضمن الحصة الدراسية أو ضمن الوقت المحدد من قبل المعلم.
- التشجيع على المشاركة في المسابقات المحلية والدولية والمبادرات والمعارض القيمة التي ستقام في المدرسة وخاصة التي تعلن عنها وزارة التربية والتعليم والتعليم العالي.

## فُرص خارج الفصل الدراسي

يحرص قسم الدراسات الأدبية على تشجيع الطالب على المشاركة في مسابقات حفظ القرآن الكريم والأحاديث النبوية الشريفة داخلياً في المدرسة، وضمن مجموعة مدارس ISP، والوطنية الخاصة بوزارة التربية والتعليم والتعليم العالي في دولة قطر. الهدف منها رفع مستوى الوعي لدى الطالب بأهمية تعظيم كتاب الله تعالى وهي من القيم التي لا تنفصل عن هوية المجتمع القطري وروح انتمائه للإسلام والعروبة.

يحتفل قسم الدراسات الأدبية أيضاً باليوم الوطني لتنمية الهوية الوطنية.

يقوم قسم الدراسات الأدبية بتسليط الضوء على جميع الأعياد الرسمية للدولة (عيد الفطر – عيد الأضحى)، و المناسبات الوطنية القومية.

(القر نفعوه – اليوم الرياضي).

## الموارد والمصادر المساندة

- الكتاب المدرسي.
- مصحف قطر المرئي.
- مجموعة مصادر و مراجع خارجية إثرائية موثوقة تدعم مواضيع الدروس.
- روابط الدّروس المصورة المعدة من قبل وزارة التربية والتعليم والتعليم العالي.

**SUBJECT OVERVIEW**

Islamic Studies at Hamilton is designed to develop student's knowledge and understanding of Islam through a range of key topics and texts of both the Quran and Hadith.

The students will develop their skills of interpretation of Qur'an verses and Hadith, in the context of questions and issues that affect the lives of Muslims today.

**PROGRAMME OF STUDY**

	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	Unit 1 – Tawheed: The Faith of All Prophets.  Unit 2 – Faith and Miracles The Story of Prophet Musa  Unit 3 – Muslim under Siege	Unit 1 – The unseen world.  Unit 2 – Faith and courage.  Unit 3 - Al-Qur'an-ul-Kareem: The last Holy Book.	Unit 1 – Allah's message and messengers.  Unit 2 – Faith and wisdom  Unit 3 – Islam gains strength in Arabia.
<b>Semester 2</b>	Unit 4 – Worship with Heart  Unit 5 – Islamic Character	Unit 4 – Prophet Muhammad calls for Peace.  Unit 5 – Prayer is light.	Unit 4 – Praying with other Muslims.  Unit 5 – Islam is character.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

**Memorization and recitation of the Holy Qur'an:** Students are required to memorize and recite verses from the Holy Quran in Arabic Language.

**Interpretation:** The student will understand the meanings of verses.

**Islamic Faith:** The student will learn about faith and its impact on Muslim lives.

**Hadith of the Prophet Muhammad:** The student will memorize the Hadith and understand its meanings.

**Islamic Ethics:** The student will know the importance of ethics and self-discipline in Islam. Students will learn about values and how to apply in their lives.

**Biography and Islamic Research:** The student will learn about the biography of Prophet Muhammad and his companions and followers, may Allah be pleased with them, with a focus on important information such as the date and place of his birth, in addition to his contributions and impact on the message of Islam and the support of his Prophet (peace and blessings be upon him).

**METHODS OF ASSESSMENT**

We will use a range of assessments.

- Mid-semester and end of semester tests that measure the skills and comprehension of students of the subject
- Quizzes
- Classroom participation
- Homework

<b>HIGH SCHOOL DIPLOMA COURSES</b>
<p>Islamic B1 0.5 Credit</p> <p>Islamic B2 0.5 Credit</p> <p>Islamic B3 0.5 Credit</p> <p>Islamic B4 0.5 Credit</p>
<b>HOW PARENTS AND GUARDIANS CAN HELP</b>
<p>Support and follow-up at home:</p> <ul style="list-style-type: none"> <li>▪ Submit assignments via teams within the class or within the time specified by the teacher.</li> <li>▪ Encourage participation in local and international competitions, initiatives, and exhibitions held at the school, especially those announced by the Ministry of Education.</li> </ul>
<b>OPPORTUNITTIES OUTSIDE OF THE CLASSROOM</b>
<ul style="list-style-type: none"> <li>• The library is open every break and lunchtime, and after school twice a week.</li> <li>• Participation in external competitions, such as: (Competition for memorizing the Holy Quran and the Prophet's Hadith)</li> <li>• The Arabic and Islamic Studies Department is keen to have students participate in competitions such as: Holy Quran and Hadith competitions. We aim at raising awareness on Islamic studies and the values that are inseparable from Qatari values.</li> <li>• The department also celebrates Qatar National Day, the Holy month of Ramadan, Eid AlFitr and Eid AlAdha.</li> </ul>
<b>RESOURCES AND READING</b>
<ul style="list-style-type: none"> <li>• Microsoft Teams</li> <li>• Texts</li> <li>• The Quran is the teacher of Sheikh Muhammad Siddiq al-Manshawi.</li> <li>• A collection of enriching external resources and references to the topics of the lessons.</li> <li>• Library Books</li> </ul>

## SUBJECT OVERVIEW

Through maths, students are encouraged to explore, understand and develop their numerical thinking which will help them interpret the world around them. At THIS, we take an integrated approach to learning maths as this allows students to connect the strands together during their learning journey. Our international curriculum aligns with the US Common Core Standards and the best from international curricula, which facilitates a diverse and broad curriculum delivery. We aim to develop a learner's ability to problem solve, analyse and reason within mathematical contexts and real-life situations. Our goal is to create a mathematical environment that promotes a sense of enjoyment, curiosity and confidence in this subject.



## PROGRAMME OF STUDY

	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	<p>Unit 1 – Number 1: Four Operations, Order of Operations, Place Value and Decimals</p> <p>Unit 2 – Algebra 1: Algebraic Expressions and Equations</p> <p>Unit 3 – Number 2: Operating with Fractions, Fractions, Decimals and Percentages</p>	<p>Unit 1 – Algebra 3 Sequences</p> <p>Unit 2 – Statistics 2 Types of Data, Scatter Graphs, Sample Spaces and Relative Frequency</p> <p>Unit 3 – Geometry 3 3D Shapes, Circles, Angles in Parallel Lines and Pythagoras' Theorem</p>	<p>Unit 1 – Number 5 Multiply and Divide by 10, 100, 1000, Standard Form, Estimating and Rounding and Sets.</p> <p>Unit 2 – Geometry 5 Area and Perimeter, Volume and Surface Area, Circles, Cylinders, Pythagoras' Theorem and Trigonometry</p> <p>Unit 3 – Algebra 5 Quadratic Expressions, Further Linear Equations, Simultaneous Equations and Inequalities</p>
<b>Semester 2</b>	<p>Unit 4 Geometry 1: Transformations, Shape, Coordinates and Plans &amp; Elevations</p> <p>Unit 5 – Statistics 1: Data and Probability Introduction</p> <p>Unit 6 – Geometry 2: Angles, Constructions and Distance, Speed and Time</p>	<p>Unit 4 – Algebra 4 Equation of a Straight Line, Gradient and Other Properties</p> <p>Unit 5- Geometry 4 Angle Concepts, Notation and Properties</p> <p>Unit 6 – Number 5 Proportion and Percentages</p>	<p>Unit 4 – Number 6 Factors, Multiples and Primes, Laws of Indices and Percentages with a Calculator</p> <p>Unit 5 – Statistics 3 Probability Tree and Venn Diagrams, Grouped Data Averages, Cumulative Frequency and Graphs</p> <p>Unit 6 – Algebra 6 Graphing Simultaneous Equations, Parallel and Perpendicular Gradients, Properties of Quadratic Graphs</p>

## SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to retain prior knowledge from previous years. Skills used in previous years will be further developed. Constant practice of topics such as Number, Algebra, Ratio, Proportion, Rates of Change, Geometry and Statistics will need to be recapped and consolidated. Skills and understanding from Primary School is paramount in the building blocks for Grades 6, 7 and 8 and will place students in the advantageous position to make consistent progress. Maths is an incremental subject and it is important that the skills learned in Middle School are ready to be used as students move into High School maths.

## METHODS OF ASSESSMENT

### Formal Assessments

- End of Unit Tests
- Application of Maths Projects

### Informal Assessment

- Classwork marked and checked regularly
- Weekly Sparx Maths/ Dr Frost Maths Homework
- Self and peer assessment strategies implemented throughout lesson time
- Ongoing verbal feedback given which students are expected to act upon
- Fortnightly low stakes fluency quizzes

## HIGH SCHOOL DIPLOMA COURSES

Integrated Maths I – 1 Credit

Integrated Maths II – 1 Credit

Integrated Maths III – 1 Credit

Calculus – 1 Credit

Statistics – 1 Credit

## HOW PARENTS AND GUARDIANS CAN HELP

It is requested that parents play a role in their child's home learning. The list outlined suggests a few quick and easy methods, where parents/carers are able to help and support.

- Monitoring of maths books in terms of their content, presentation and organisation
- Overseeing at least 20 mins of Sparx Maths homework, encouraging the use of the support videos provided to help, rather than other methods of help
- The use of Sparx Maths as the main resource for their independent home learning

## OPPORTUNITIES OUTSIDE OF THE CLASSROOM

Students will have the opportunity during the academic year to engage with mathematical projects designed to build upon and extend their learning beyond the curriculum.

Students can also look forward to various events during the year, such as World Maths Day.

## RESOURCES AND READING

Microsoft Teams

Maths Book

[sparxmaths.com](https://www.sparxmaths.com)

[drfrostmaths.com](https://www.dr frostmaths.com)

[corbettmaths.com](https://www.corbettmaths.com)

**SUBJECT OVERVIEW**

The Middle School Music curriculum builds on the passion for music that students bring from Primary School and their personal experiences. It focuses on enhancing both practical skills and theoretical knowledge through a variety of engaging and dynamic topics. Students will have the opportunity to perform on different instruments, honing their abilities as both solo performers and members of an ensemble.

Music is a subject that nurtures creativity while fostering teamwork and communication skills. It encourages dedication, resilience, and problem-solving, helping students persevere and think creatively. Through music, we are shaping well-rounded students who are prepared for future success.

**PROGRAMME OF STUDY**

	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	Unit 1 – Performing a pop song  Unit 2 – The instruments of the Orchestra	Unit 1 – Performing a song  Unit 2 – The Classical Period	Unit 1 – Performing a song  Unit 2 – Musical Theatre
<b>Semester 2</b>	Unit 3 – The Baroque Period  Unit 4 – Performing a song	Unit 3 – Blues  Unit 4 – Composing a Blues	Unit 3 – Minimalism  Unit 4 – Composing a song

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Students will enhance their aural skills, allowing them to identify, contextualize, and analyze various pieces of music. They will also strengthen their performance abilities and boost their self-confidence. Through consistent practice and recognizing their progress, they will build resilience. Additionally, they will develop teamwork skills essential for performing together on time. Students will understand the significance of music in different contexts and historical periods.

**METHODS OF ASSESSMENT**

- Performances
- Written assessments

## HIGH SCHOOL DIPLOMA COURSES

- High School Music Performance I – 1 Credits
- High School Music Performance II – 1 Credits
- High School Music Performance III – 1 Credits
- High School Music Performance IV – 1 Credits

## HOW PARENTS AND GUARDIANS CAN HELP

Parents can encourage their child to practice regularly. Music is very similar to learning a new language. Regularity of practice is paramount.

## OPPORTUNITIES OUTSIDE OF THE CLASSROOM

There is an open-mic lunchtime every 3 weeks.

There is an open-mic for parents once a semester

There is a Music Theory Club on Thursday lunchtime

There is the school production (rehearsals and shows)

We have a partnership with *Soul For Music* for individual instrumental lessons

## RESOURCES AND READING

[www.musictheory.net](http://www.musictheory.net)

[www.mymusictheory.net](http://www.mymusictheory.net)

Booklets provided by the music teacher

**SUBJECT OVERVIEW**

The Physical Education curriculum focuses on the development of basic skills, which can be practiced in isolation and implemented into competitive scenarios both in lessons and at extra-curricular clubs and teams. Students cover a wide range of sports across the year to give them a broad and balanced sporting experience.

PE is an essential part of the curriculum as it facilitates an environment for students to learn theoretical content in a practical environment whilst developing their own personal understanding of the importance of health and well-being. Across the curriculum, PE applies concepts which can be utilised later in life to enable students to be healthy and supportive members of the community.



Physical Education also develops students' teamwork, leadership and morality. This has been proven to create individuals who are more likely to get better overall grades and improve concentration levels due to the release of endorphins in the body. Physical Education also provides a number of cross-curricular opportunities, for example measurements in athletics, trajectory of the ball, and speed, power and muscular endurance linked to both maths and science. Physical Education also provides an environment for students to succeed outside of a classroom, in a dynamic and kinaesthetic learning environment.

**PROGRAMME OF STUDY** – Throughout the school year, students will participate in the following sports:

	Grade 6	Grade 7	Grade 8
<b>Academic Year</b>	Athletics Badminton Basketball Football Gymnastics Health Related Fitness Rounders/Cricket Rugby/Netball Swimming Table Tennis Tennis Volleyball	Athletics Badminton Basketball Football Gymnastics Health Related Fitness Rounders/Cricket Rugby/Netball Swimming Table Tennis Tennis Volleyball	Athletics Badminton Basketball Football Gymnastics Health Related Fitness Rounders/Cricket Rugby/Netball Swimming Table Tennis Tennis Volleyball
<b>SKILLS/KNOWLEDGE/UNDERSTANDING</b>			

Students will be expected to develop the following knowledge, skills and understanding:

1. Apply effective technique of sports specific skills in certain scenarios
2. Demonstrate understanding of when to apply skills in specific situations
3. Demonstrate knowledge of sports specific skills, and rules
4. Demonstrate knowledge and understanding of the human body, physical fitness, and different methods of training

### **METHODS OF ASSESSMENT**

We use a range of assessments such as:

- Observations of performance, attitude, and effort, and assessment for learning strategies to assess each student's knowledge and understanding of the topics covered.

We use a range of different styles of feedback to students such as:

- Non-written feedback which can take the form of verbal, peer, and self-assessment.

The formative assessment criteria can be viewed below:

#### **Skill 30%**

- Competency in a variety of motor skills and movement patterns.
- Performing tasks with proficiency.
- Performing skills consistently and independently.

#### **Application 30%**

- Competency transferring skills to other areas of learning such as game situations.

#### **Knowledge 30%**

- Knowledge of concepts, principles, strategies, and tactics related to movement and performance.

#### **Health 10%**

- Achieve and maintain a health-enhancing level of physical activity and fitness.

### **HIGH SCHOOL DIPLOMA COURSES**

Physical Education I - 0.5 credits

Physical Education II - 0.5 credits

Physical Education III - 0.5 credits

Physical Education IV - 0.5 credits

Strength Training and Conditioning - 0.5 credits

Health & Nutrition - 0.5 credits

### **HOW PARENTS AND GUARDIANS CAN HELP**

- Ensure students are attending extra-curricular clubs in school as well as clubs in the local community
- Support the students understanding of basic theory related to anatomy and physiology
- Discuss students' areas of strengths and weakness and offer opportunities to develop their skills

### **OPPORTUNITIES OUTSIDE OF THE CLASSROOM**

The PE department offers ECA clubs every week after school throughout the whole year, developing the skills learnt in lessons and providing opportunities for all students to find a passion that they can develop and continue past education. The PE department also runs school teams, which compete in local and national competitions, which are set up and run as a collective department.

### **RESOURCES AND READING**

MYPEEXAM.com – provides the whole content for students to follow which gives them an insight into the theoretical aspects that supports practical Physical Education.

**SUBJECT OVERVIEW**

Performing Arts allows students to experience fun learning whilst raising their awareness and understanding of the world around them and developing analytical, interpretive and evaluative understanding. Performing Arts allows students to develop their confidence, empathy, verbal and written communication, relationships, collaboration, creativity and concentration.


**PROGRAMME OF STUDY**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Semester 1</b>	Unit 1 – Introduction to Theatre and Basic Acting  Unit 2 – Storytelling Through Movement and Performance Poetry	Unit 1 – Introduction to Theatre and Script Writing  Unit 2 – Character Development and Performance	Unit 1 – Script Reading and Scene Study  Unit 2 – Sound Effects and Foley Artistry
<b>Semester 2</b>	Unit 3 – Creative Drama and Improvisation  Unit 4- Exploring Different Dance Styles  Unit 5 - End of semester creative performance	Unit 3 – Improvisation  Unit 4 – Introduction to Dance  Unit 5 - Elements of Design in Theatre  Unit 6 - End of Semester Creative Performance	Unit 3 – Physical Theatre  Unit 4 - Musical Theatre  Unit 5 - Improvised Scenes and Storytelling  Unit 6 - End of Semester Creative Performance

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Students will study units in Dance, Drama and theatre performance within their time in Performing Arts. Students will create their own pieces of work as well as perform art created by teachers and other professionals. There will be opportunities to respond to their own and others' work.

**METHODS OF ASSESSMENT**

- Performing
- Creating
- Responding

**HIGH SCHOOL DIPLOMA COURSES**

- Theatre Foundation
- World Theatre

**HOW PARENTS AND GUARDIANS CAN HELP**

Parents can encourage their child by having regular conversations about what they have learnt. Parents can also see the assessment tasks assigned on Teams.

**OPPORTUNITIES OUTSIDE OF THE CLASSROOM**

Hamilton School production

Watching live performances by external providers

Watching dance, drama and theatre production through the media

### **RESOURCES AND READING**

dramawise.sqaurespace.com

Resources provided on Teams

## نظرة عامة على مادة التاريخ القطري

تأتي مادة التاريخ القطري والمواطنة للمدارس الخاصة كافة، من أجل تعريف الطلبة بالإنجازات التاريخية والحضارية لدولة قطر عبر العصور التاريخية المختلفة، والتأكيد على دور الأجداد والآباء في صنع هذا التاريخ من خلال التآلف بين القيادة والشعب من جانب، ودور قادة الدولة وجهودهم في بناء دولة قطر الحديثة ونهضتها في المجالات كافة من جانب آخر، وكذلك بهدف تعزيز فهم الطلبة لأدوارهم الحالية والمستقبلية في الحفاظ على الهوية القطرية وهذه الإنجازات والبناء عليها.

نسعى في مدرسة هاملتون الدولية إلى تمكين الطلاب بمختلف جنسياتهم العربية من الإحاطة بمجموعة من المواضيع التي تغطي التاريخ القطري وفق منهج وزارة التربية والتعليم والتعليم العالي الذي يتلاءم مع احتياج كل مرحلة عمرية. حيث يعزز المنهاج مجموعة من القيم القائمة على الانتماء والولاء والوسطية والاعتدال والحقوق والواجبات في ظل المواطنة الفاعلة، وترسيخ مبادئ العيش المشترك بما يعمق الوحدة الوطنية، وتم الاعتماد في طرح الموضوعات على التوازن بين الجوانب المعرفية والمهارية والوجدانية المستمدة من وثيقة معايير الدراسات الاجتماعية في دولة قطر.



نعمل معًا لنرتقي باللغة العربية

### نظام الدراسة

الصف الثامن	الصف السابع	الصف السادس	
<p>الدرس الأول: الأحوال الاقتصادية والاجتماعية لدولة قطر بين عامي 1913-1949</p> <p>الدرس الثاني: الموارد الاقتصادية في دولة قطر</p> <p>الدرس الثالث: التغير الاجتماعي في المجتمع القطري وعوامله</p> <p>الدرس الرابع: الأمن الاجتماعي الاقتصادي</p>	<p>الدرس الأول: قطر والقضايا العربية</p> <p>الدرس الثاني: قطر والقضايا العالمية</p> <p>الدرس الثالث: الحقوق والواجبات</p> <p>الدرس الرابع: المواطنة</p>	<p>الدرس الأول: سمو الشيخ حمد بن خليفة آل ثاني</p> <p>الدرس الثاني: صاحب السمو الشيخ تميم بن حمد بن خليفة آل ثاني</p> <p>الدرس الثالث: الحضارات (المواقع الأثرية في قطر)</p> <p>الدرس الرابع: تاريخ قطر في العصر الإسلامي</p>	<p><b>الفصل الدراسي الأول</b></p>
<p>الدرس الخامس: الصناعة في دولة قطر</p> <p>الدرس السادس: المصادر الأساسية لحقوق الإنسان</p> <p>الدرس السابع: حقوق المرأة والطفل</p> <p>الدرس الثامن: المرأة القطرية</p> <p>الدرس التاسع: السلام العالمي</p> <p>الدرس العاشر: التعصب والتمييز العنصري</p>	<p>الدرس الخامس: الحريات المدنية</p> <p>الدرس السادس: المشاركة المدنية في دولة قطر</p> <p>الدرس السابع: الأمن الوطني وأبعاده</p> <p>الدرس الثامن: مقومات الأمن الوطني ومؤسساته</p> <p>الدرس التاسع: السياحة في دولة قطر</p> <p>الدرس العاشر: التجارة في دولة قطر</p>	<p>الدرس الخامس: السلطات الدستورية</p> <p>الدرس السادس: ثقافة المجتمع القطري</p> <p>الدرس السابع: الإنجازات الرياضية في دولة قطر</p> <p>الدرس الثامن: المواطنة الفاعلة</p> <p>الدرس التاسع: التنوع والاختلاف</p> <p>الدرس العاشر: حقوق الإنسان</p>	<p><b>الفصل الدراسي الثاني</b></p>

يتوقع من الطلاب تطوير المعارف والمهارات التالية:

التفكير الناقد والابداعي وحل المشكلات من خلال تنوع التدريبات والأنشطة لتلبية أنماط التعلم المختلفة عند الطلبة.

## طرق التقييم

سوف نستخدم مجموعة من التقييمات:

- اختبارات وزارة التربية والتعليم والتعليم العالي، التي تكون منتصف الفصل الدراسي وكذلك نهاية الفصل الدراسي التي تقيس مهارات واستيعاب الطلبة للمادة.
- التطبيقات القصيرة.
- المشاركة الصفية الفعالة.
- الواجبات المنزلية من خلال أسئلة الكتاب / أوراق العمل والأنشطة الصفية.
- أنشطة ومسابقات متنوعة خلال العام ، بالإضافة إلى المشاركة في المسابقات الخارجية

سنستخدم أيضاً مجموعة من الأساليب المختلفة لتعليقات الطلاب.

تعليم شامل (عميق) يقدم فيه المعلم تعليقات تكوينية للتحسين المستقبلي، بتوضيح جوانب الإجابة والإشارة إلى تعديل جانب القصور والتي يتوقع من الطالب التصرف بناءً عليها في الدرس التالي.

التقويم المستمر والذي يشمل متابعة الطالب خلال الفصل الدراسي في جميع أعماله بما في ذلك التفاعل الصفّي وحل التمارين بالإضافة إلى الاختبارات النهائية.

. التغذية الراجعة غير المكتوبة، والتي يمكن أن تتخذ شكل التقييم اللفظي والكتابي

## إلزامية مادة تاريخ قطر

مادة التاريخ القطري باللغة العربية إلزامية على كل طالب حامل جواز سفر عربي، وتكون الدروس حسب المنهج القطري وتعليمات وزارة التربية والتعليم والتعليم العالي في دولة قطر.

## كيف يمكن للوالدين والأوصياء المساعدة

أولياء الأمور الكرام سيطلب من أبنائنا الطلاب التالي، ونرجو منكم الدعم والمتابعة في:

- المتابعة في حفظ ومراجعة الدروس بشكل دوري.
- إرسال الواجبات الورقية أو الإلكترونية عبر TEAMS ضمن الحصة الدراسية أو ضمن الوقت المحدد من قبل المعلم.
- التشجيع على المشاركة في المسابقات والمبادرات المحلية والدولية والمعارض القيمة التي ستقام في المدرسة وخاصة التي تعلن عنها وزارة التربية والتعليم.

## فُرص خارج الفصل الدراسي

يحرص قسم الدراسات الأدبية على تشجيع الطالب على المشاركة في المسابقات الداخلية في المدرسة، وضمن مجموعة مدارس ISP، والوطنية الخاصة بوزارة التربية والتعليم بدولة قطر. الهدف منها رفع مستوى الوعي لدى الطالب بأهمية تاريخ بلادهم وهي قيمة لا تنفصل عن هوية المجتمع القطري وروح انتماءه للإسلام والعروبة.

يحتفل قسم الدراسات الأدبية أيضاً باليوم الوطني لتنمية الهوية الوطنية.

يقوم قسم الدراسات الأدبية بتسليط الضوء على جميع الأعياد الرسمية للدولة (عيد الفطر – عيد الأضحى )، والمناسبات الوطنية القومية.

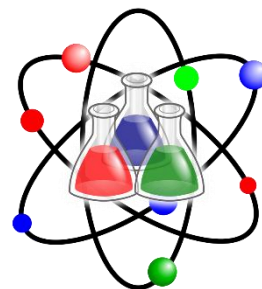
(القرنقعه – اليوم الرياضي).

## الموارد والمصادر المساندة

- الكتاب المدرسي.
- مجموعة مصادر وروابط ومراجع خارجية إثرائية موثوقة تدعم مواضيع الدروس.

## SUBJECT OVERVIEW

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity. All students should be taught essential aspects of the knowledge, methods, processes, and uses of science. Through building up a body of key foundational knowledge and concepts, students should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. As well as developing our students' knowledge and understanding of scientific theory, our curriculum has integrated working scientifically with a clear focus on literacy and communication that seeks to develop students' confidence in formulating their ideas. Units of work and resources have been developed and are tailored to meet the needs of all students to ensure each child makes expected levels of progress and they get to learn practical skills in the laboratory.



## PROGRAMME OF STUDY

	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	Unit 1: Acids & Alkalis Unit 2: Cells & organization Unit 3: States of Matter	Unit 1: Matter & Energy in organisms Unit 2: Light waves & the eye Unit 3: Sound waves & the ear	Unit 1: Inheritance & variation Unit 2: Growth & development Unit 3: Chemical reactions & reactivity
<b>Semester 2</b>	Unit 4: Ecosystems & Feeding relationships Unit 5: Electricity Unit 6: Space systems	Unit 4: The Periodic Table Unit 5: Energy between objects Unit 6: Heating & cooling	Unit 4: Microbes & diseases Unit 5: Forces & Motion Unit 6: Pressure

## SKILLS/KNOWLEDGE/UNDERSTANDING

Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures.

Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures.

Analyse information and ideas to: interpret and evaluate, make judgments, and draw conclusions, develop and improve experimental procedures.

## METHODS OF ASSESSMENT

Formal assessments at the end of each unit

Practical lab work

Weekly quizzes

Lab report writing

Non-written feedback can take the form of verbal, peer, and self-assessment

Formal assessments (End of semester and the End of year examination)

HIGH SCHOOL DIPLOMA COURSES	
Integrated Science 1 – 1 Credit Integrated Science 2 – 1 Credit Biology – 1 Credit Advanced Biology - 1 Credit	Chemistry – 1 Credit Advanced Chemistry – 1 Credit Physics – 1 Credit Advanced Physics – 1 Credit
HOW PARENTS AND GUARDIANS CAN HELP	
<ul style="list-style-type: none"> <li>- Promote science as one of the core subjects and its relevance in many careers and jobs</li> <li>- Use BBC Bite-Size Science learning to recap or read ahead on each topic</li> <li>- Encourage students to view Science in the media</li> <li>- Make sure students know how to write up a practical lab report correctly</li> <li>- Regularly revise class notes and support students with homework</li> <li>- Ask students about everyday events and how Science links in</li> </ul>	
OPPORTUNITTIES OUTSIDE OF THE CLASSROOM	
ISP Scientist Science Fair STEM club ECA Science	
RESOURCES AND READING	
Microsoft Teams Class Texts BBC bitesize	Library Books Exploring Science Biology, Chemistry, Physics

<b>SUBJECT OVERVIEW</b>
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Social Studies is an essential subject for a young person as they develop into active global citizens. Social studies covers broad subjects such as history and geography, as well as beginning to investigate wider related topics such as global issues, politics, and citizenship. Students are encouraged to think critically and examine a range of data sources and evidence; they will be challenged to analyse and evaluate and respond with a high level of written and reporting skills; to read, interpret, gather, and present data; to infer meaning and identify connections from historical sources and current affairs; and to be able to draw conclusions based on critical analysis of various sets of information.



PROGRAMME OF STUDY	
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	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	Unit 1 – introduction to Social Studies Unit 2 – Map Skills Unit 3 – Prehistory	Unit 1 – Population Unit 2 - The Age of Exploration Unit 3 - Settlement	Unit 1 – Slavery Unit 2 – Tourism Unit 3 – Human Rights
<b>Semester 2</b>	Unit 4 – Natural Hazards Unit 5 – The Roman Empire Unit 6 – Pirates	Unit 4 – Empires (project-based learning) Unit 5 – Rivers Unit 6 – Medieval Europe	Unit 4 – Development Unit 5 – American History Unit 6 – Rainforests

	<b>SKILLS/KNOWLEDGE/UNDERSTANDING</b>	
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Essential Questions and Key Skills		
	Essential Questions	Key Skills
History	<ul style="list-style-type: none"> <li>How can knowing the past help explain the present?</li> <li>To what degree are there patterns in historical change?</li> <li>How can patterns be used to predict results and solve problems?</li> <li>What patterns do we see over time and why are these patterns important to uncover?</li> <li>What is the value in examining different kinds of historical sources?</li> <li>How can you distinguish between historical fact and historical opinion?</li> </ul>	<ul style="list-style-type: none"> <li>Apply key concepts such as chronology, causality, and conflict</li> <li>Apply knowledge of the past to explain current events</li> <li>Explain the causes of significant historical and current political events and issues</li> <li>Utilize primary and secondary sources in historical research</li> <li>Examine historical resources for a point of view, context, bias (including gender and race), distortion, or propaganda</li> <li>Differentiate between historical facts and historical interpretations</li> <li>Analyze multiple interpretations of an historical or current event</li> <li>Analyze quantitative data to answer questions about history.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Why do people change their environment?</li> <li>Why do people move?</li> <li>Why do populations have different structures?</li> <li>What is the difference between a material factor and a social factor when analyzing social structure?</li> <li>Why is changing a local environment not just a local issue?</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places</li> <li>Describe social effects of environmental changes and crises resulting from natural phenomena</li> <li>Explain voluntary and involuntary migration and its effects on the physical and human characteristics of a place</li> <li>Evaluate conventional and alternative uses of land and water resources in the community, region and beyond</li> </ul>

		<ul style="list-style-type: none"><li>Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings</li><li>Analyze the structure and characteristics of different populations and population patterns</li><li>Analyze the structure and characteristics of a population over time.</li><li>Identify and explain how changes people make in the physical environment in one place can cause changes in other places</li></ul>
METHODS OF ASSESSMENT		
Student progress will be assessed through a range of methods: <ul style="list-style-type: none"><li>Formative (ongoing, in-class, homework) and summative (set work marked against standards) assessment throughout the year.</li><li>Tracking the quality of class and homework through books and work submitted through Teams.</li><li>Research projects culminating in presentations, reports and speeches.</li></ul>		
HIGH SCHOOL DIPLOMA COURSES		
World History – 1 Credit Modern World History – 1 Credit Geographical Processes – 1 Credit Geography 2 – 1 Credit	Business Studies I  Business Studies II	
HOW PARENTS AND GUARDIANS CAN HELP		
<ul style="list-style-type: none"><li>Talk about the courses with your child and discuss your own experience and views on the topics.</li><li>Encourage your child to read deeper and wider on the topics discussed.</li><li>Explore the many online resources that can supplement the learning in the classroom.</li><li>Encourage your child to read news from an appropriate news outlet – i.e. one that is age-appropriate, but not a social-media source.</li></ul>		
OPPORTUNITTIES OUTSIDE OF THE CLASSROOM		
<ul style="list-style-type: none"><li>International Learning Opportunities for Students (ILOS) are a way of broadening one’s horizons and will give students a chance to meet people from other cultures to supplement their Social Studies learning.</li><li>Trips to relevant locations within Qatar.</li></ul>		
RESOURCES AND READING		
Microsoft Teams Class Texts Good quality Atlas	Library Books Brittanica online Google Earth	

## SUBJECT OVERVIEW

The World Languages course enables students to progress from very little knowledge in French, Spanish and Arabic B, to reach a good level of confidence by Grade 8 so that they are ready to take a French I, Spanish I or Arabic I Language course in the High School Diploma. The 4 skills of listening, speaking, reading and writing are covered extensively through topics such as family, friends, school, holidays, food and career. Studying a language at Grades 6, 7 and 8, then continuing to the High School Diploma, also supports development in other subjects such as English grammar and literature. Academically, studying a foreign language supports students in gaining the High School Diploma and may give them a competitive advantage when applying to prestigious universities. Languages help students broaden their opportunities to communicate with people from different countries and discover other cultures. The course covers a wide variety of topics, and authentic texts or tracks in the target language that help students develop their cultural and global awareness while understanding and celebrating their own identity.



### PROGRAMME OF STUDY- FRENCH

	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	Unit 1 – All about me Unit 2 – My school	Unit 1 – Technology and me Unit 2- A Week in Paris	Unit 1 – Social life of a teenager Unit 2 – Resolutions of a healthy lifestyle
<b>Semester 2</b>	Unit 3 – Leisure and free time Unit 4 – Where do I live? Unit 5- My Holidays Unit 6- Discover French Culture	Unit 3- Identity and Relationships Unit 4- Food and Home Unit 5- My Talents! Unit 6- Geography and French Speaking Countries	Unit 3 – Jobs and Careers Unit 4 – The world around me Unit 5 – Special Holidays

### PROGRAMME OF STUDY- SPANISH

	Grade 6	Grade 7	Grade 8
<b>Semester 1</b>	Unit 1- I am starting my course Unit 2- I am at my school	Unit 1- I talk about my leisure Unit 2- I move in the city	Unit 1- I go back to school Unit 2- I tell biographies

	Unit 3- I organise my telephone	Unit 3- I share my time	Unit 3- I tell the story
	Unit 4- I talk about my people	Unit 4- I choose my food well	Unit 4- I live a healthy life
	Unit 5- I describe my environment	Unit 5- I think about days without my school	Unit 5- I make plans
	Unit 6- I talk about my leisure time	Unit 6- I discover my pets	Unit 6- I compare then and now

## SKILLS/KNOWLEDGE/UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

**Listening skills:** Students are regularly exposed to listen for specific details and answer questions accordingly. They answer questions in the target language.

**Speaking skills:** Students are required to answer questions on different topics in the target language. Students need to ensure they add opinions, connectives and different tenses.

**Reading skills:** Students read shorter and longer passages in order to answer questions in the target language about the text.

**Writing skills:** Students are required to write essays in the target language of varying lengths, depending on the Grade level, responding to specific bullet points from a task. This could be a formal or informal email or a letter. Students become familiar with the success criteria and add complex structures and tenses to achieve higher marks.

## METHODS OF ASSESSMENT

We use a range of assessments:

- Formal tests / examinations
- Tracking of quality of class and homework through books/folders/active worksheets/educational websites
- Speaking and oral presentations
- Projects.

We use a range of different styles of feedback to students:

- Extensive (deep) marking in which the teacher provides formative comments for future improvement, that the student is expected to act upon in the following lesson.
- Acknowledgment marking, where the teacher concisely marks the piece of work, highlighting positive work and addressing major misconceptions.
- Non-written feedback, which can take the form of verbal, peer and self-assessment

## HIGH SCHOOL DIPLOMA COURSES

French I – 1 Credit	Spanish I – 1 Credit	Arabic B I – 1 Credit
French II – 1 Credit	Spanish II – 1 Credit	Arabic B I – 1 Credit
French III – 1 Credit	Spanish III – 1 Credit	Arabic B I – 1 Credit
French IV – 1 Credit	Spanish IV – 1 Credit	Arabic B I – 1 Credit

#### **HOW PARENTS AND GUARDIANS CAN HELP**

Parents can support language learning by testing students' vocabulary from English to the target language at home. Parents can also encourage watching age-appropriate films at home, listening to French, Spanish or Arabic music or even visiting a French, Spanish or Arabic market, monument, restaurant or city. Any cultural activity that encourages knowledge and curiosity for the countries where the language is spoken will add value and help to raise students' language skills and learning progress.

#### **OPPORTUNITIES OUTSIDE OF THE CLASSROOM**

The World Languages department runs regular after-school clubs. The aim of these clubs is to help students gain more confidence and achieve the best possible grade. The World Languages department also celebrates European Languages Day and the Francophone week with cultural whole school quizzes and activities.

#### **RESOURCES AND READING**

Microsoft Teams	Class Texts
Quizlet website	Educational Websites